Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher				Provided by the Publisher
ISBN - **9780785436355**		Publisher -	**Pearson Education Inc. publishing as Pearson AGS Globe**	
AGS Earth Science, Student Edition				
Type - P1	Author - Marshall, Rosskopf			
Copyright - 2004	Edition - 4th	Readability -	Grades 3, 4	
Course - Earth Science		Grade(s) -	6, 7, 8, 9, 10, 11, 12	
Teacher Edition ISBN if applicable			9780785436362	

Overall Recommendation: ☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

The overall recommendation for this text book is moderate because it meets a lot of the requirements below, but it does not excel in most of them. This book requires the learner to have a basic foundation in biological science. For this reason, this book might be better suited for students in grades 6-8. The book presents a lot of factual information buildinig in a limited number of learning extensions or enrichment opportunities. This text is designed for an Earth Science course focused on learning the basics or used a remedial course at the high school level.

CRITERIA
This basal resource …

A. Encompasses KY Content Standards & Grade Level Expectations	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

a)	Structure and Transformation of Matter	☐ Strong	☐ Moderate	☒ Little	☐ N/A
b)	Motion and Forces	☐ Strong	☐ Moderate	☒ Little	☐ N/A
c)	The Earth and the Universe	☒ Strong	☐ Moderate	☐ Little	☐ N/A
d)	Unity and Diversity	☐ Strong	☐ Moderate	☐ Little	☒ N/A
e)	Biological Change	☐ Strong	☒ Moderate	☐ Little	☐ N/A
f)	Energy Transformation	☐ Strong	☐ Moderate	☒ Little	☐ N/A
g)	Interdependence	☐ Strong	☐ Moderate	☒ Little	☐ N/A

2) Addresses content-specific enduring understandings from the related Program of Studies ☐ Strong ☒ Moderate ☐ Little ☐ N/A

standards.

3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**
- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

This textbook is specifically written for a Earth Science class and is not a comprehensive instructional tool that reinfornces the entire KY Program of Studies. The concepts presented in this text are factual, but at lower level of understanding and the diagrams are extremly simplistic. The diagrams requires the reader to possess more prior knowledge about the content in order to make the academic connections identified in the program of studies.

B. Functionality & Suitability	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) **Suitability** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy** ☐ Strong ☒ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?

- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology ☐ Strong ☒ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners ☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
  Note: may apply only to teacher edition

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text presents many uses of technology in society but does not allow the student experience technology in a real life way. In respect to diverse learners, the text makes limited use of instructional techinques that reponds to various learning styles. The test does provide a small of instructional for teaching ESL and ELL students, but is not inclusive of students from various backgrounds.

C. Supports Inquiry and Skill Development	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Promotes Inquiry, research and Application of Learning ☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
  Note: may apply to either teacher or student edition

2) Skill Development ☐ Strong ☒ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem

solving
Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

The text presents many uses of technology in society but does not allow the student experience technology in a real life way. In respect to diverse learners, the text makes limited use of instructional techinques that reponds to various learning styles. The test does provide a small of instructional for teaching ESL and ELL students, but is not inclusive of students from various backgrounds.

D. Supports Best Practices of Teaching and Learning	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Engages Students ☐ Strong ☒ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated
  Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction ☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The text provides a good foundation of guiding questions, but do not develop them into essential questions that require deeper level of thought. Most of the questions are written at a DOK level 1. The Science Myth, which is located throughout each chaper, provides students with opportunities for experiencing a deeper level of thinking. Most labs require basic data collect with little or no technology use. The activities do not require a high level of analysis and focuses on scientic process skills in a limited fashion.

E. Has an Organization/ Format that Supports Learning and Teaching	☐ Strong Evidence ☒ Moderate Evidence ☐ Little or No Evidence

1) Organizational Quality ☐ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text) ☐ Strong ☒ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The free ancillary materials are very helpful and may be used to assist students while reading for understanding. They do not require students to make decisions about important information or information that they need to know. These worksheets require students to collect information at a very basic level, without building academic connections or enrichment opportunities.

F. Has available Ancillary/ Gratis Materials *Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*	☐ Strong Evidence ☐ Moderate Evidence ☒ Little or No Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

N/A